

RI

by Rifki Irawan

Submission date: 13-Jul-2020 01:39PM (UTC+0700)

Submission ID: 1356882365

File name: turnitin_ajib.docx (63.01K)

Word count: 3384

Character count: 18922

Barriers of Using LMS-Edmodo on Speaking Tasks: Students' Perception

Rifki Irawan¹, Rian Nurizka², Drajat Edi Kurniawan³, Rianto⁴

Abstract Using Learning Management System (LMS) is ubiquitous in higher education now, but sometimes teachers do not understand its barriers before really implementing it. This research aims to explore the barriers of using LMS-Edmodo on EFL speaking tasks based on the students' perceptions. It involved ten business college students from a private university in Yogyakarta, Indonesia, and employed a qualitative descriptive approach in which observation, documentation, and interview instruments. The data were collected by a screen capture tool to find the students' tasks on Edmodo that contained barriers indications and collaborated with an interview before they were transcribed and coded by using three stages of qualitative analysis, which were data reduction, data display, and conclusion drawing and verification. Based on the students' perceptions, the barriers of using Edmodo on EFL speaking tasks are harming the health of the students, needing additional help in accessing Edmodo speaking tasks, needing an internet link, and requiring a one-to-one, face-to-face meeting of the instructor to discuss guidance and suggestions. Therefore, providing speaking tasks as long as paying attention to the students' characteristics can use LMS-Edmodo.

Keywords Learning Management System, Barriers, Edmodo, Speaking Tasks

1. Introduction

In industrial Revolution 4.0, all students encounter a world transformed by technology that creates new barriers and strain for formal education systems (Lyashenko &

Malinina, 2015). Computer, Internet, and social media are examples of technology development (Egbert, 2018; Kassab, et al, 2020; Rahman, et al, 2019). World-Wide Web leads the use of internet technology to support a teacher and students in applying the blended-learning method, which is the combination of the uses of technology with face-to-face (f2f) instruction (Garrison & Vaughan, 2008, p.6). Besides, the existence of LMS technologies can facilitate and motivate EFL teaching and learning processes (Lyashenko & Malinina, 2015).

LMS can be used by teachers to distribute courses and interact with students from afar (Almarashdeh, et al., 2010). It also can be used to manage tracking learning activities and results such as quizzes, assignments, and grading (Srichanyachon, 2014). Also, assessment tools, and student progress reports are provided in this technology (Kasim & Khalid, 2016). LMS is designed to achieve the following objectives which are enabling learning practices of all participants online and offline in the active environment, improving the involvement of students in the active educational process, creating conditions for active student-teacher interaction and improving teachers' and students' digital skills (Lyashenko & Malinina, 2015).

In higher education, the use of the learning management system (LMS) in online or distance learning courses is very common (Navimipour & Zareie, 2015). In higher education fields, the incorporation of an LMS into studying and teaching activities expanded (Ashrafzadeh & Sayadian, 2015). Motivation factors and incorporation of instructional technology research indicate a correlation between instructional activities and motivation (Gautreau, 2011). Open-source LMS platforms are becoming a choice for each institution, as they benefit users by allowing platforms to be modified according to user requirements and due to the low cost of obtaining a better service compared to a commercial platform (Kasim & Khalid, 2016).

There are so many open-source platforms providing LMS that can be used by the teacher and students. Three of them are Schoology, MODDLE, and Edmodo; on the other hand, Edmodo gains prominence across this audience as 'The Best Applications for Teachers' have over 50 million members worldwide (Sfenrianto, et al., 2018). Edmodo is a closed social learning network that is considered unique in comparison with other social networking sites (SNSs) like Facebook and Twitter because it gives users a safe and private setting (Khodary, 2017). In other words, each student has a private access code, which no strangers can become a member except him/her. Also, parents also have their code, allowing them to check and/or work with young learners while at the same time ensuring that the interaction between the learners among their peers is safe. Therefore, Edmodo is an open-source LMS platform that supports secure LMS facilities.

Speaking is one of the macro competencies in teaching and learning English. Speaking, like writing, forms part of a productive skill. There are so many definitions of speaking that some language learning experts have stated. Speaking is the oral productive skill, consisting of systematic verbal utterance to convey meaning (Nunan, 2003, p.48). Also, it can be observed either directly or empirically in which the observations are influenced by the accuracy and efficacy of the listening skills of the students, which compromise the reliability and validity of an oral production test (Brown, 2004 p. 140). The teacher can use several tasks, including communication games, discussions, prepared talk, and role-plays to improve the speaking skills of the students (Harmer, 2007, p.348).

Communication games in the students develop the correct habits of speech. The teacher divides the students into two different groups. He gives them the question to frame, and to ask them to converse (Patel & Praveen, 2008, p.107). Moreover, there are two categories of communication games, which are information gap games, and television and radio games (Harmer, 2007,p.272). Information gaps can be reached when one student talks to a partner by ordering to solve a puzzle, drawing a picture, and putting things in the right order to find similarities and differences between pictures. Furthermore, Fishbowl, which belongs to the television and radio games, can provide good fluency activities. Two students speak on any topic they like, but at a

pre-arranged signal one of them has to reach into a fishbowl and take out one of many pieces of paper on which students have previously written phrases, questions, and sentences. Students have to incorporate whatever is on the paper into the conversation straight away. Therefore, communication games, especially digital learning playground has helped encourage students to speak by playing and learning with adequate context-relevant immersions and efficient game instruction management (Wu, et.al, 2014)

Discussion can be categorized as discussion cards, warm-up discussion, balloon debate, pyramid debate, and panel discussion (Thornbury, 2002, p.101). The use of debate greatly improves the critical thinking and speaking skills of the students (Iman, 2017). Also, the fishbowl debate assisted students to use English for authentic and meaningful purposes while at the same time appreciating its relevance to the writing examination (Yung, 2020). If debates are practiced properly, students will have confidence in academic, social, and professional users of the English language, so it can improve their English as well as their presentation skills (Alasmari & Ahmed, 2013).

In the prepared talk, Students may have some time to write guidelines or notes of their prepared topic and practice giving a talk before (Harmer, 2007, p.274). The advantages of presentation are integrating language skills, practicing speaking, making decisions, preparing for real life, acquiring knowledge through English promoting learning-centeredness, expanding the teacher's role, and learning how to use technology (Al-Issa & Al-Qubtan, 2010). The combination among presentation with encounter project and the poster session encourage language learners to communicate their classmates with research, knowledge gains and opinions (McCafferty & Ford, 2000)

The incorporation of role-plays in the language classroom is a very effective language teaching tool as it stimulates the use of target language in real situations, involves learners in creative learning, and is fun and motivating for learners (Benati, 2018). Role-play activities require several steps (Savignon, 1998). Firstly, language instructors must first select a suitable situation/context for a role play, bear in mind the needs and interests of the learners, and allow them to practice what they have learned. Secondly, after selecting the context (setting the scene), it involves designing the role play which should take into consideration

the level of language skills of the learners. The last, Instructors are required to generate two or more roles for learners in the role play.

The teacher needs to take into consideration several factors in choosing or creating an activity or task to promote speaking (Low, 2018). First, the activity, or task, should contribute to the course's required results. Second, it should be an activity or task that can be accomplished by the students in a class. Factors affecting task difficulty include not only the level of linguistic complexity but also the comprehensibility of the task, its cognitive difficulty, the scaffolding (or its absence) provided within the task, and its ability to interest and motivate the learners

There are numerous studies on the implementation of LMS in English teaching and learning; for examples, "Utilization of Learning Management Systems (LMSs) in the higher education system: A case review for Saudi Arabia" (Aldiab, et al. 2019), "Technology-Enhanced Language Learning Tools In Iranian EFL Context: Frequencies, Attitudes And Challenges" (Golshan & Tafazoli, 2014), and "E-learning for English Speaking Skill and the Experiment" (Kitagaki, 2012) but none discusses barriers of using LMS-Edmodo on EFL speaking tasks.

The first research is entitled "Utilization of Learning Management Systems (LMSs) in the higher education system: A case review for Saudi Arabia" (Aldiab, et al. 2019). Many universities in Saudi Arabia (around 90 percent) use Blackboard LMS to teach and study. LMS provides common communication and management functionality for a course, however, there is currently no function or tool included in either LMS to help students or teachers perform laboratory studies in a distance learning environment. Because laboratory experiments are important for most courses in engineering and science, it is appropriate to create and incorporate a function for the virtual laboratory via these LMSs.

"Technology-Enhanced Language Learning Tools In Iranian EFL Context: Frequencies, Attitudes And Challenges" is another research written (Golshan & Tafazoli, 2014)". This analysis aims to examine the most and least frequent methods of Technology-Enhanced Language Learning (TELL) in the sense of Iranian EFL and to find the answer to what EFL teachers' attitudes towards using these methods in their language courses are. This research was

carried out with the 32 male and female EFL teachers at various universities and language institutes throughout Iran to reach the target. In the quantitative process, a questionnaire was distributed to participants produced by researchers. The questionnaire is comprised of two key parts: quantitative details and a five-point Likert scale on the behaviors and level of use of TELL resources by the instructor. Also, a semi-structured questionnaire was used during the qualitative process of the research to investigate the attitudes of the EFL teachers about the use of TELL resources in their language courses. The researchers hypothesized that the most common device and video projector among the given TELL devices and that the least frequent use of web 2.0 technology in the Iranian sense. They believed that teachers' attitudes towards implementing technology in EFL courses were good, even though they have several obstacles and challenges. Such results complement other research that has acknowledged the advantages of using technology in language training courses. Finally, the findings show that this study has some implications for language teachers, material developers, and syllabus designers to improve the use of TELL tools in the learning context of foreign languages.

By using a different perspective, Kitagaki, (2012) writes research, which is entitled "E-learning for English Speaking Skill and the Experiment". The paper explores the impact assessment of English-speaking abilities development by memorizing English-speaking sentences using ICT. He planned 13 assignments for each task-group A and B for the goal. Task group A and task group B, each consist of 13 tasks. He let each student speak in English as a pre-test and post-test on each of those twenty-six Japanese sentence tasks. The entire conversation was registered. Each speech was assessed fluently and similarly by a native English male. The test shows a fluency effect for task B has been observed.

Those previous researches are quite similar to this research, which discusses the implementation of LMS in English teaching and learning. However, the barriers of using LMS on speaking tasks have not been studied yet, as we know. Hence, before choosing the most appropriate LMS platform, the teacher should know them. Therefore, this research seeks to answer the question; what are the barriers of using LMS-Edmodo on speaking tasks based on students' perceptions?

2. Materials and Methods

The study was carried out at University of PGRI Yogyakarta, located at Sonosewu street No. 117, Yogyakarta, Indonesia. The location was selected because a teaching-learning cycle was performed by the researcher there. It took place in October 2019 -April 2020. The data was collected on the basis of the teaching schedule of the professor, which was conducted once a week and at each meeting it took 2 hours.

Purposive sampling was used to pick the participants. Intentionally the researcher chose the subjects who could provide the best knowledge to accomplish the study's objective. This study's research participants were ten students of PGRI Yogyakarta University.

This work has used a concise approach which is qualitative. The phenomenon and valuable information will be explored in depth that will provide a way of looking at the issue from the point of view of the subject (Creswell, 2012). This studied the interpretations of a concept by the students (Maxwell, 2006, p.17). Hence, this work examined in detail the limitations to using LMS-Edmodo based on the understanding of the teacher and the students as on the tasks of communicating.

The study used three instruments to gather data. In this study the instruments were observation, recording, and interview. Observation is the process of gathering open-ended, tangible information through individual monitoring and research sites (Creswell, 2012). The researcher made the observation in English speaking tasks to track the implementation of LMS-Edmodo, particularly its barriers. Therefore, all the behaviors of the students, such as comments, messages in both the f2f and online learning relevant to the barriers of Edmodo, were observed. When the researcher found the activities containing an indication of barriers, the data was recorded using a screen capture.

This study used semi-structured interviews to consider the perspectives of the subjects since the purpose of this research was to examine the challenges to using LMS-Edmodo as an e-learning on speaking tasks and to seek to find the freer answers to some simple ideas that need to be discussed by the participants. The interview was to avoid confusion in Indonesia and aimed to follow the attitudes of the students against obstacles to use LMS-Edmodo in speaking tasks. The reported and transcribed interviews were used to prevent details surrounding inaccuracy and incompleteness. The data obtained were then analyzed using the qualitative approach⁵ in three stages (Miles & Huberman, 1994) which were data reduction, data display, and conclusion drawing and verification.

3. Results & Discussion

On Edmodo speaking tasks, the students said that they got eye symptoms, and headache because too long see the small-sized screen of their smartphones. It is related to health problems like headache, earache, neck pain, tinnitus, painful fingers, morning tiredness, fatigue, eye symptoms, sleep disturbance, and restlessness are the health problems caused the use of mobile phones (Jalal & Zaidieh, 2012; Stalin et al., 2016).

Excerpt 1

"Because too long looking at the small-sized screen of my smartphone, I got headache and eye symptoms."

In this Industrial Revolution 4.0 right now, not all students understand how to use technology in learning. Beginner students may be unable to participate the digital learning if they lack another support (Barnawi, 2009; Nielson, 2011). Implementing Edmodo in the classroom requires skills of computer and sometimes files and software management of it, which could be a big problem for technologically backwards students (Umunnakwe & Sello, 2016).

Based on the observation, several students got problems when using LMS-Edmodo on speaking tasks. The students forgot their Edmodo user names and passwords. This case often happens when their smartphone was broken. As a result, they had to create the new one to keep joining the speaking tasks over there.

Excerpt 2

"I forgot my user name and password, and the teacher gave me the group code to create the new one."

The lack of teacher's support is another challenge. When the students needed the teacher's help, they could contact him via WhatsApp or Edmodo Private Message. However, it took time until the teacher answered their query; even he did not respond to it at all. This case made them needed a face-to-face meeting to satisfy their inquiry.

Excerpt 3

"When I do not understand the activities on Edmodo, I texted the teacher either via WhatsApp or Edmodo Private Messages. Sometimes he responded it, even not at all."

Based on the students' perception, an Internet connection is another barrier when Implementing Edmodo as an LMS platform in Indonesia. Whether the students wanted it or not, they should depend on the slow internet connections to join every speaking task in this platform. For

example, because of slow internet connections, it needed time when uploading a video project that had a big size. As a result, it brought negative impacts to the students such as frustration and unmotivated to do the assignments. Frustration and harming learning could occur when poor Internet connectivity used by the students in using the LMS platform (Akpan, 2015)

Excerpt 4

"Uploading the video on Edmodo makes frustrated."

Social interactions on Edmodo are mainly virtual and different from face-to-face classroom interaction (Soliman, 2014). As a result, there are some challenges caused by the use of this kind of learning. First, the students argue that the explanation in the conventional learning is more understandable than on Edmodo classroom. In that learning, students can directly communicate their views and elucidate their inquiries with the teacher, consequently, they get their questions answered clearly.

Excerpt 5

"In the classroom (face to face meeting), I can clearly understand the teacher's explanation than in the online classroom (Edmodo)."

Second, several students often did not understand its speaking instructions posted on Edmodo. They confessed that besides the instruction written in English, it also contained a short explanation, which made them, should clarify by asking the teacher via Whatsapp or Edmodo Private Messages. Due to the lack of clarifications, explanation, and interpretation, Edmodo can be less effective than the traditional one (Arkorful & Abaidoo, 2014).

Excerpt 6

"I do not understand well the teacher's instruction (on Edmodo) and I should ask him for clarification."

Third, some students did not understand completely the virtual feedback provided on Edmodo. They assumed that an actual teacher's one-to-one face-to-face feedback was more valuable. Because of this, in the face-to-face meeting, they needed to clarify and to enquire feedbacks that made them known their mistake and error so that they did correctly a similar assignment in the future. In line with

Soliman (2014) who says that the lack of an actual teacher's one-to-one face-to-face feedback resulted in difficulties in the students' understanding.

Excerpt 7

"I have not understood yet the teacher's note in my assignment (feedback) until I clarify them in the face to face meeting."

4. Conclusion

The barriers of using LMS-Edmodo on Speaking tasks are having a bad effect on the students' health, needing extra supports in joining Edmodo speaking activities for, requiring an internet connection, and needing actual teachers one-to-one face-to-face meeting to clarify the teacher instructions and feedbacks.

Furthermore, this present study is beneficial to some following parties. This research gives benefits to the English teacher in enhancing the knowledge on the potential and challenges of using Edmodo as e-learning in the speaking activities. In the industrial revolution 4.0 now, the use of technology especially the internet is needed and the teacher should have those skills to keep up with the times. If it compares with traditional learning, online learning has more benefits. Furthermore, if it also combines with the informative face to face meeting, the students' autonomous learning will increase.

For the students in Indonesia, although the internet connection in this country is not as fast as the others, the use of Edmodo in speaking activities can facilitate the students to practice speaking and to develop their vocabularies outside the real classroom. Therefore, by increasing the time of learning and practicing, the students' speaking skills will increase.

This research has given evidence that the challenges of using Edmodo in speaking activities cannot exceed its potentials. Furthermore, innovative blended learning can be achieved successfully by using this platform. On the other hand, the investigations of using Edmodo in other skills such as reading, listening, and writing are expected to be conducted in future research to give more pictures about the use of LMS in learning English.

ORIGINALITY REPORT

5%

SIMILARITY INDEX

1%

INTERNET SOURCES

4%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1

Alessandro Benati. "Role Play", Wiley, 2018

Publication

1%

2

Grace Low. "Interactive Activities for Promoting Speaking", Wiley, 2018

Publication

1%

3

Niloofar Golshan, Dara Tafazoli. "Technology-enhanced Language Learning Tools in Iranian EFL Context: Frequencies, Attitudes and Challenges", Procedia - Social and Behavioral Sciences, 2014

Publication

1%

4

Submitted to University of Nevada, Las Vegas

Student Paper

1%

5

eprints.ums.ac.id

Internet Source

<1%

6

Submitted to Universiti Utara Malaysia

Student Paper

<1%

7

Submitted to The University of Manchester

Student Paper

<1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On